

***ARLINGTON PUBLIC SCHOOLS***

*In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:*

***Arlington School Committee  
Standing Subcommittee: Community Relations  
Monday, November 2, 2015  
5:00 PM***

*Arlington High School  
Guidance Office Conference Room  
869 Mass Avenue, Main Office Level  
Arlington, MA*

*Open Meeting*

*Public Participation*

*Next Steps: Outreach to the Community on Enrollment Challenges*

*Dashboard/Website Design*

*First Read: Parent Survey Results Summary*

*Adjournment*

*The listings of matters are those reasonably anticipated by the Chair, which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.*

*Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.*

*Submitted by: Jennifer Susse*



## **Town of Arlington, Massachusetts**

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### **Next Steps: Outreach to the Community on Enrollment Challenges**

#### **ATTACHMENTS:**

Type	Description
▣ Reference Material	Ottoson Proposal Updated 11 2 2015
▣ Reference Material	Options for Enrollment Growth 11 2 2015

# Proposal For Ottoson School

(Variation on HMFH Architects Report Option 3)

Rev A

Prepared By:

Al Hiltz

Arlington Center for the Arts – Studio D

41 Foster Street

Arlington MA 02474

# Details of Option 3

## Solution:

- All anticipated enrollment increases are accommodated with modular construction at Hardy, Thompson, and Ottoson.

## Steps:

- Modular classroom addition at Thompson school year 2016-17
- Modular classroom addition at Hardy school year 2017-18
- Relocate 2 SLC spaces from Brackett to Peirce school year 2017-18
- Modular classroom addition at Ottoson for school year 2016-17, school year 2018-19 and school year 2021-22
- High School planning schedule to be determined with MSBA

# Advantages of Option 3

- Only option that does not require all fifth or sixth graders to be bussed to a separate school outside their neighborhood
- Only option that maintains the current school model for grades associated with elementary and middle school (K-5 Elementary, 6-8 Middle)
- Does not require children to attend school in an 88 year old building that will not be brought up to current construction building codes

# Advantages of Option 3

- Least expensive solution
  - Option 1     \$ 22.4 M
  - Option 1A    \$ 23.0 M
  - Option 2     \$ 20.8 M
  - Option 3     \$ 12.5 M
  - Option 4     \$ 32.9 M
- Allows institutions key to the success of Arlington to continue to exist

# Challenge of Option 3

- While additional modular classrooms can be built at the Ottoson site, there are difficulties in constructing additional core shared use spaces (Gym, Cafeteria, Library) due to space limitations.

# Criteria For Proposed Solution

- Addresses the immediate need to accommodate the additional forecasted enrollment
- Allows space for long term expansion
- Does not require all fifth or sixth graders to be bussed to a separate school
- Allows institutions key to the success of Arlington to continue to exist



# Proposed Solution

- The plan being proposed is a two phase solution
- Phase I (short term) involves clearing a space in the wooded area above the Ottoson School for either a parking lot or modular constructed buildings. If the space is used as a parking lot, the space in the current parking lot can be used for new buildings connected directly to the current school. If the space is used for modular buildings, they can be connected to the existing building with an enclosed walkway.
- Phase II (long term) involves creating a new state-of-the-art Ottoson School in the same wooded area. The old Ottoson School could be used as an elementary school or reused for another purpose.

# General Notes About Proposal

- This proposal is conceptual only. While modular building sizes and configurations are based on existing designs, they have not been sized based on any specified requirements for additional core shared use space.
- While this proposal is conceptual, topography and fire access has been considered in building layout. Traffic flow and minimization of disruption to the community has also been considered in a rudimentary manner.
- Topography information has been derived from Google satellite images, street maps (showing building locations), and terrain maps. USGS topographic maps and physical examination of the property were also used.

# General Notes About Proposal

- A multi-layer Photoshop layout has been generated for this proposal. Layers include:
  - Satellite View
  - Street / Building View
  - Topographic Map
  - Terrain View
  - Building Layout View (for each of the scenarios proposed)

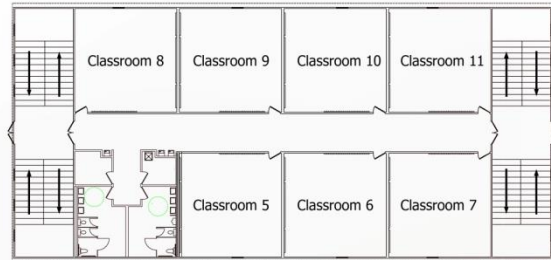
A copy of this computer model will be made available to any interested party upon request.

- This proposal has been prepared using only information that is readily available to the public. As with any and all proposals to deal with the forecasted enrollment increase, a full land survey, traffic study, and study of the effects on the surrounding neighborhood, should be completed before any decisions are made.

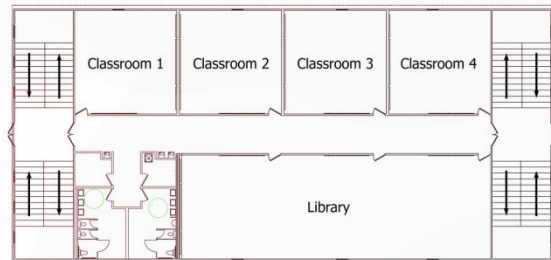
# General Notes About Proposal

- This proposal has been prepared with significant input from Andrew Bengtson, an Arlington based architect and town meeting member. It incorporates many of his ideas and has been reviewed by him for accuracy and viability.
- The modular building shown in this proposal is conceptual only. It is not based on any specified requirements. It is however based on existing modular designs. A floor plan of the building is shown on the next page.

# Possible Modular Design



Floor 3



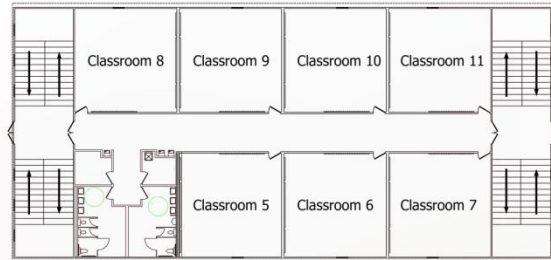
Floor 2



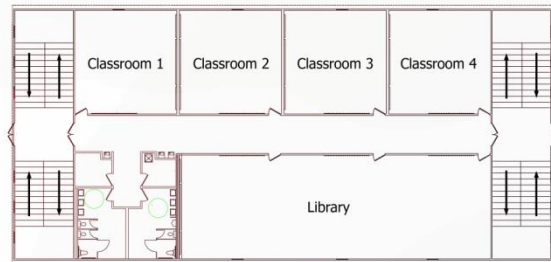
Floor 1

- This layout is based on existing module designs available from Ellis Modular and Modular Genius. It is not intended to be a design plan but rather an example of what could be fabricated.
- This building consists of a 306 seat cafeteria and kitchen on the first floor, a library and four classrooms on the second floor, and seven classrooms on the third floor. The library and classrooms share a common space in the layout. The number of classrooms / size of library can be adjusted as needed.
- The building would be connected to the existing Ottoson School with enclosed walkways (not shown).

# Possible Modular Design



Floor 3



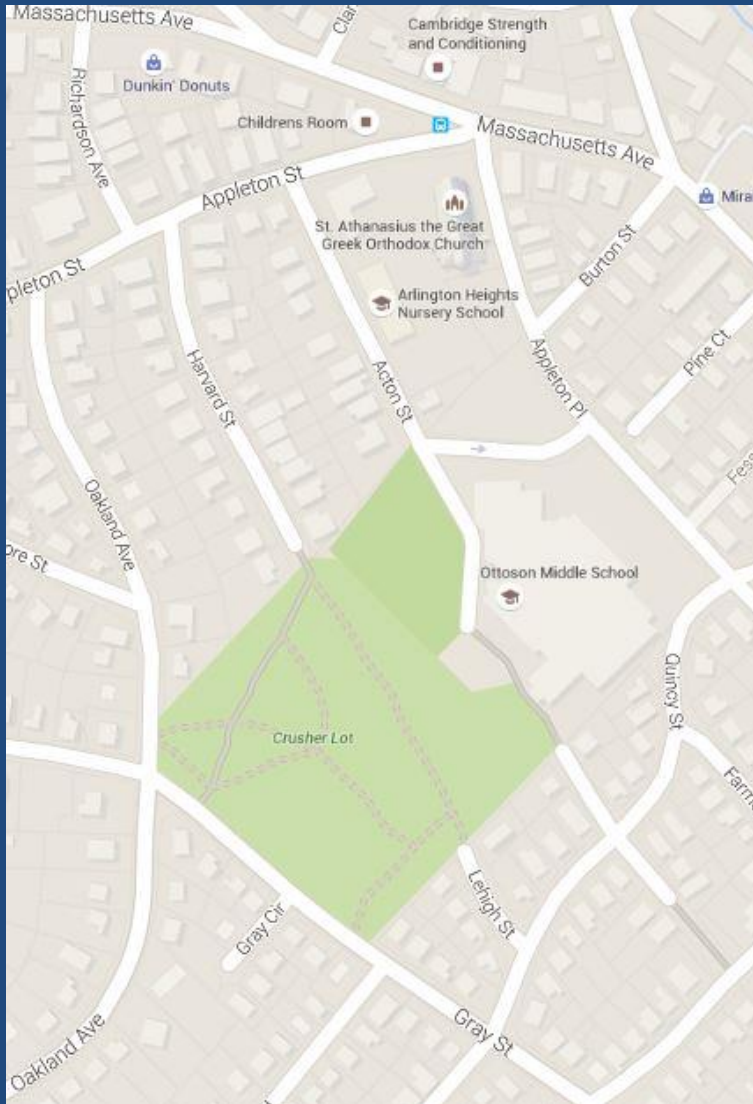
Floor 2



Floor 1

- The overall dimensions of the building are 142' x 93' 4" for the first floor, and 142' x 66' for the second and third floors.
- It is used as a example and drawn to scale in all subsequent images in the proposal.

# Location and Topography



- The Ottoson School is located in Arlington Heights on the side of a hill. The school is bounded by Appleton Street and Acton Street on the North, Appleton Place and Quincy Street on the East, Gray Street on the South, and Oakland Avenue on the West.
- Directly in back of the Ottoson School is a wooded area known as the Crusher Lot. Access to the lot is available from the North via Harvard Street, and from the South via Lehigh Street.
- Note: In all subsequent views the orientation of maps has been shifted for ease of presentation.



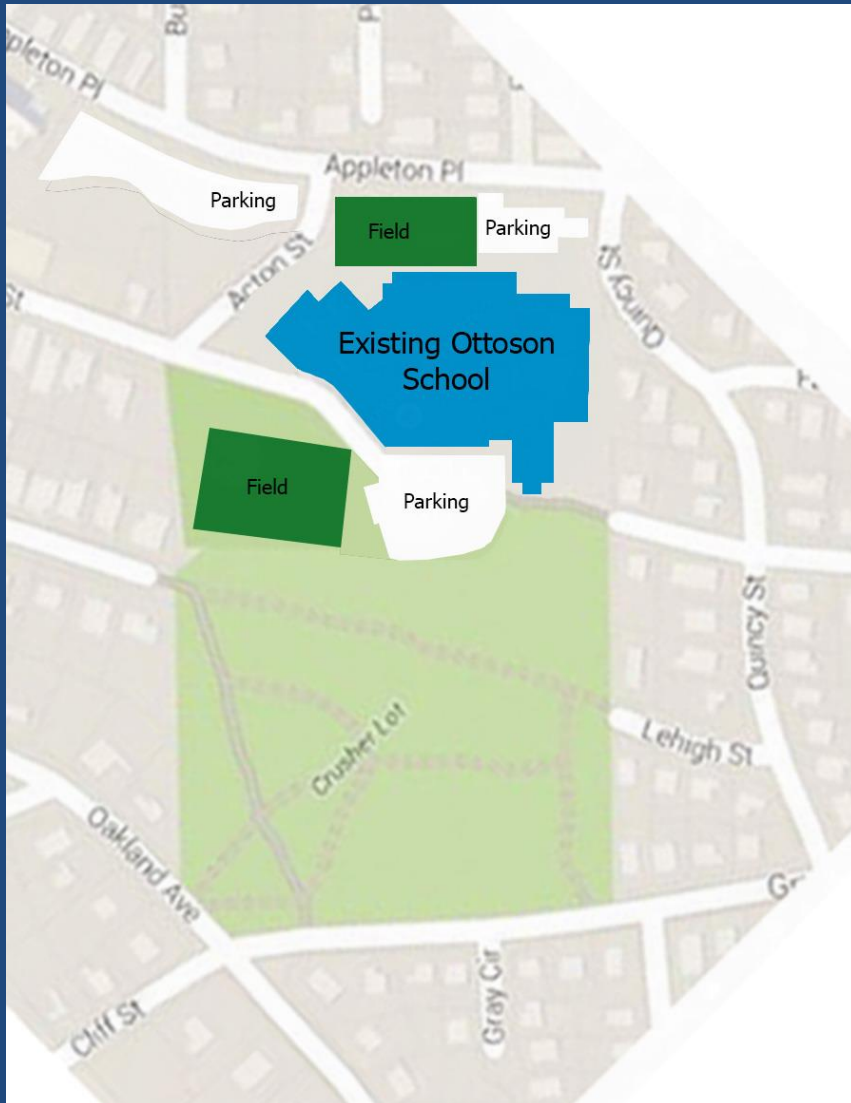
# Aerial View of Ottoson School



- The Crusher Lot is owned by the Town of Arlington and is designated as open space. It is under the control of the Department of Parks and Recreation.
- This proposal would require part or all of this land to be rezoned for school use.

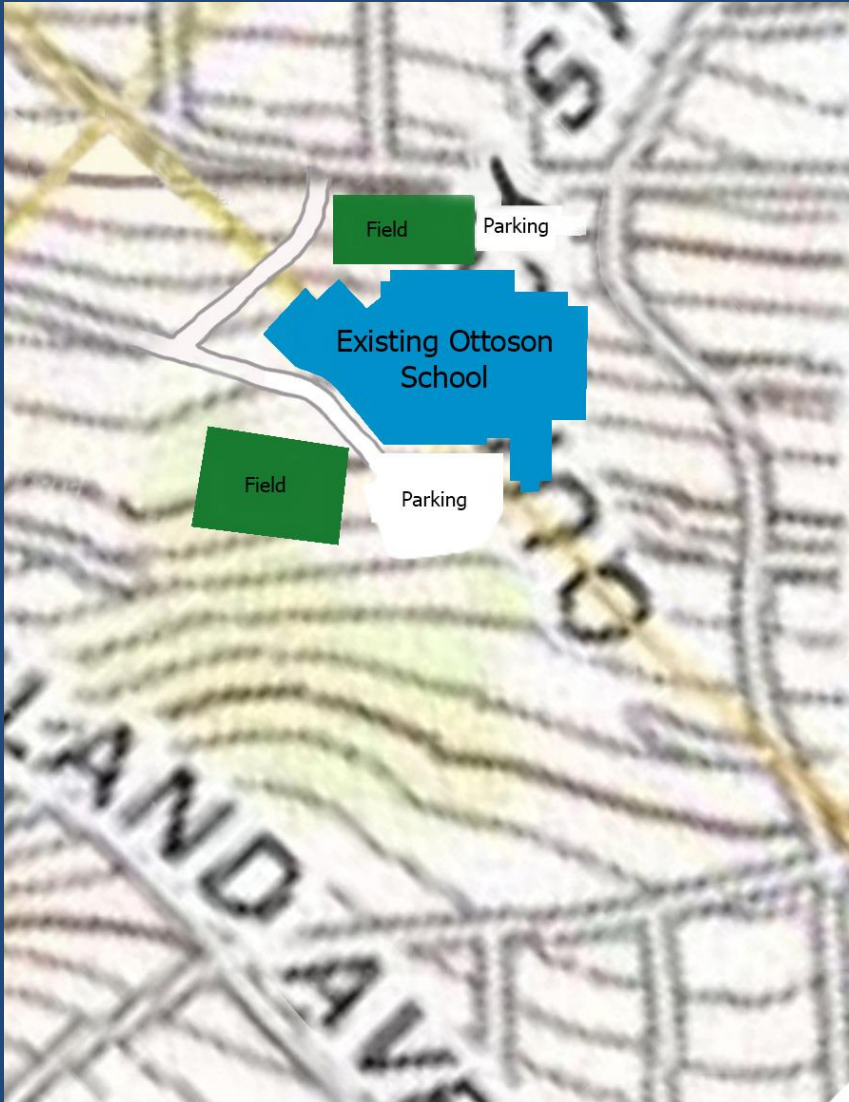


# Building View of Ottoson School



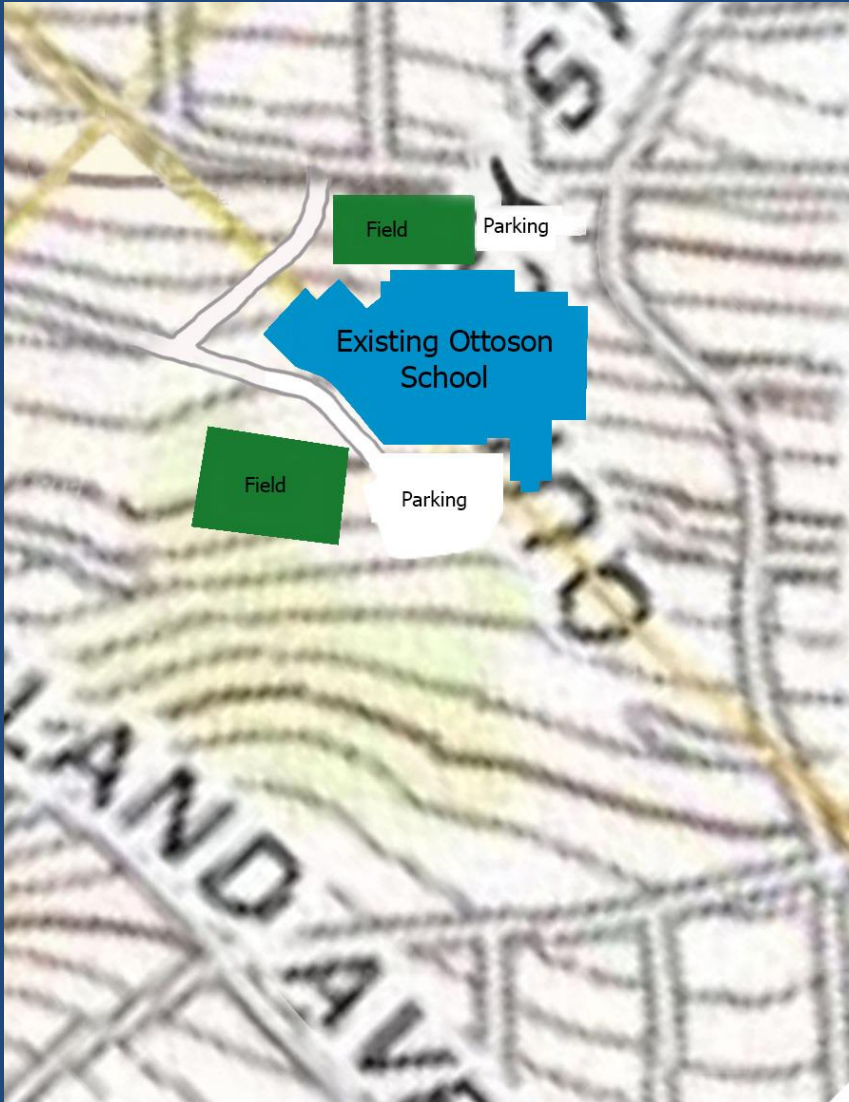
- This is a building / street view of the Ottoson School
- All further diagrams will be based on this view

# Topographic Map of Ottoson School



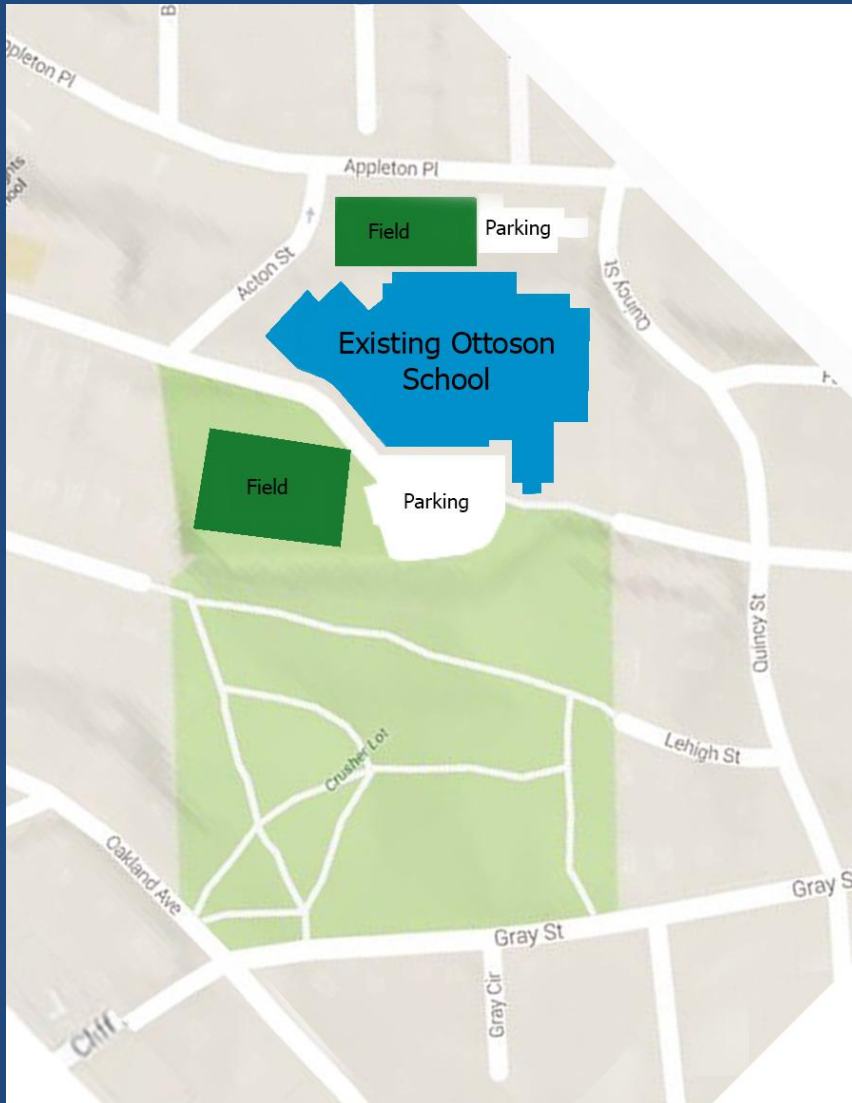
- This is a topographic map showing the existing Ottoson School and the Crusher Lot.
- There is a gradual increase in elevation along Quincy Street to the right of the diagram, a slight increase in elevation along Gray Street on the bottom of the diagram, and a steep increase in elevation along Oakland Avenue on the left of the diagram.
- When looking at this view, it is obvious that it is significantly less steep on the Quincy Street side. Therefore, most of the new construction is being recommended in this area.

# Topographic Map of Ottoson School



- Generally speaking, large scale topographic maps show the general contour of the land, but do not consider alterations that are man made. (Note the contour lines going through the playing field that is obviously level).
- In order to get a true sense of the land, you also need to consider terrain maps that show steep rises in elevation.

# Terrain Map of Ottoson School



- This is a terrain map showing the existing Ottoson School and the Crusher Lot
- The areas in light gray indicate areas of significant elevation gain



# Terrain View of Ottoson School



- This is a building / street view of the Ottoson School, but with areas of significant elevation gain transposed from the previous diagram. The areas have been shown in red for ease of viewing.
- As you can see, there is a steep area of elevation gain directly behind the Ottoson School that makes expansion at the same level impractical.

# Terrain View of Ottoson School

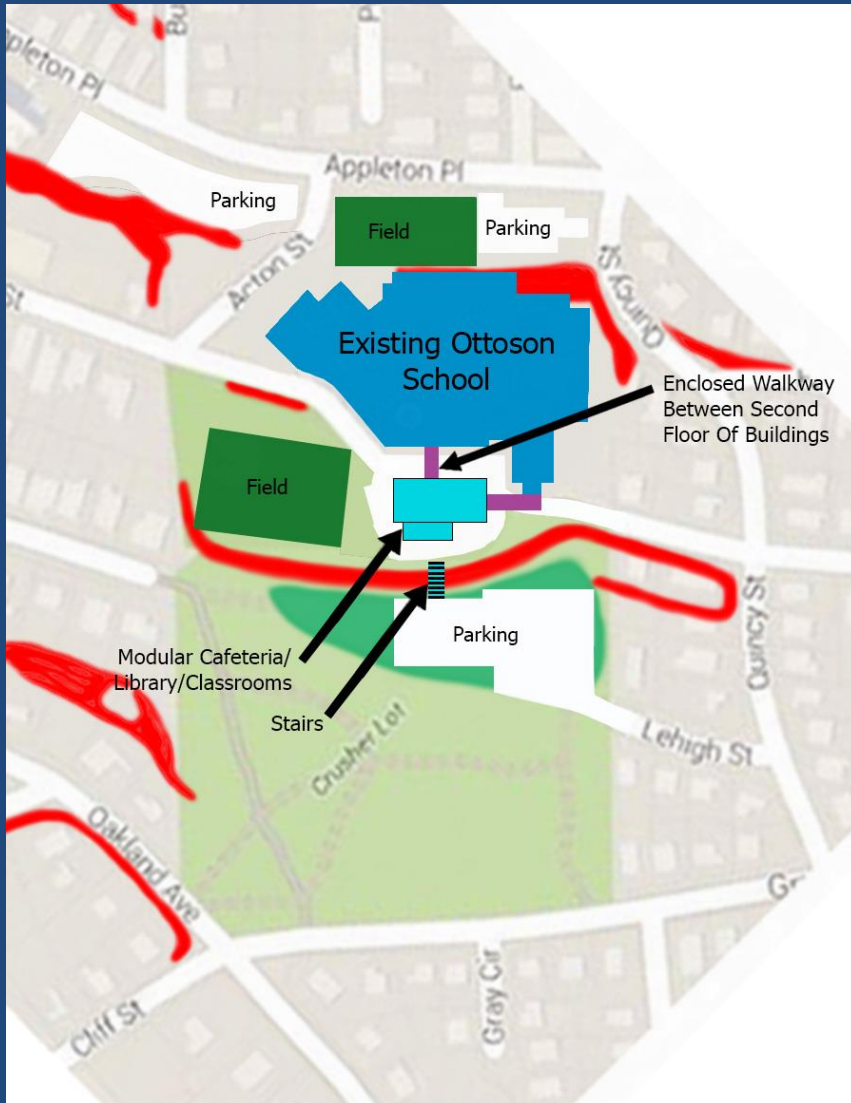
## Showing Proposed Area of Initial Construction



- There is however a relatively flat area of land (shown in green) that would allow for expansion of the Ottoson School at a higher level.

# Phase I – Plan A

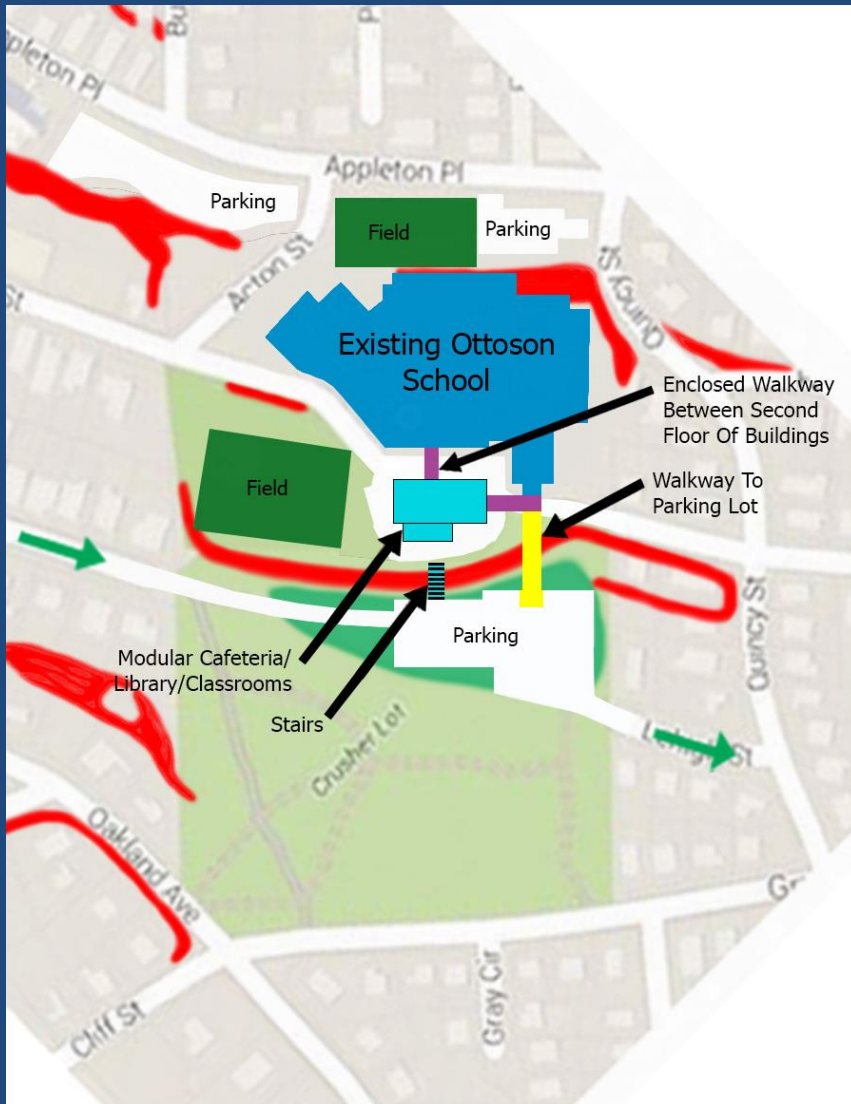
## Terrain View



- This land could be used for a parking lot and the existing parking lot could be used for modular buildings that are connected directly to the existing Ottoson School.
- This new modular construction could be used to address the need for additional core shared use space that is needed at this location.

# Phase I – Plan A (With Options)

## Terrain View

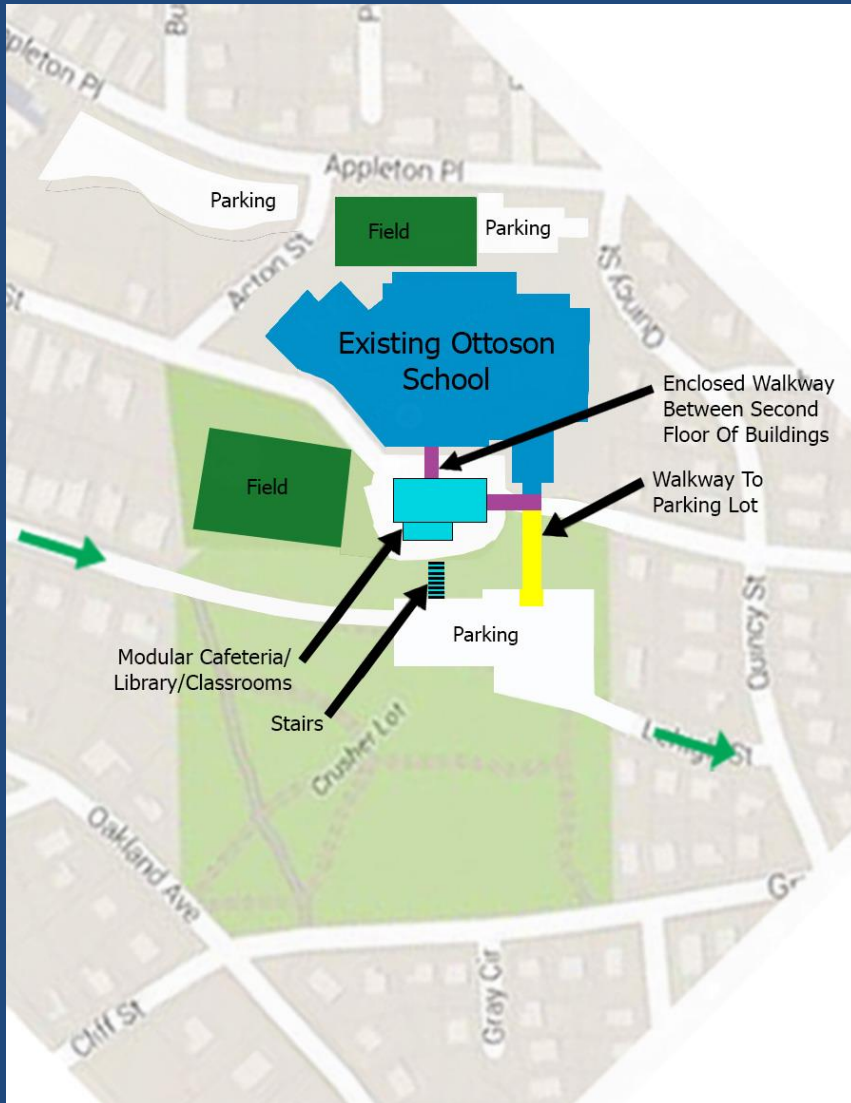


- An option for this plan is to create a walkway from the upper level parking lot to the second floor of the Ottoson School. This would allow direct access to the school in bad weather or for people with physical disabilities.
- An additional option would be to connect this parking lot to both Harvard Street and Lehigh Street. This new street could be made one way to alleviate potential traffic problems in the area.



# Phase I – Plan A (With Options)

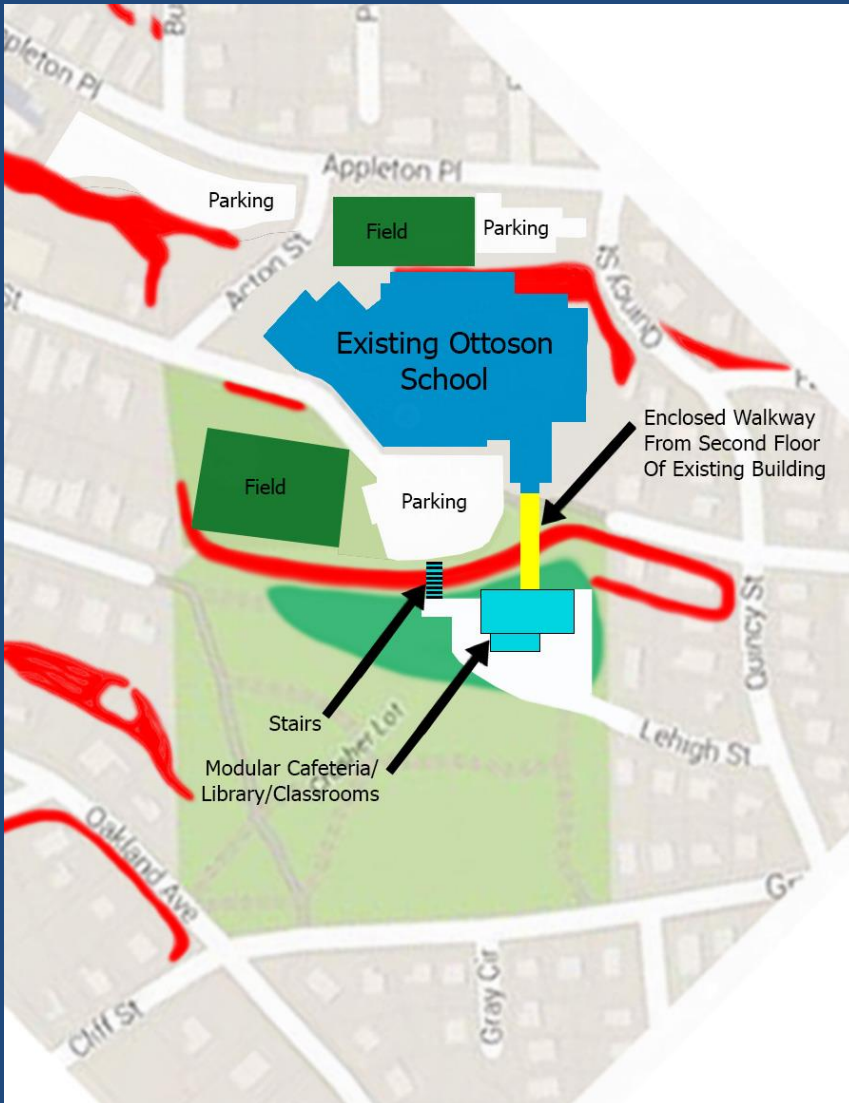
## Building View



- Building view of Phase I – Plan A without terrain features

# Phase I – Plan B

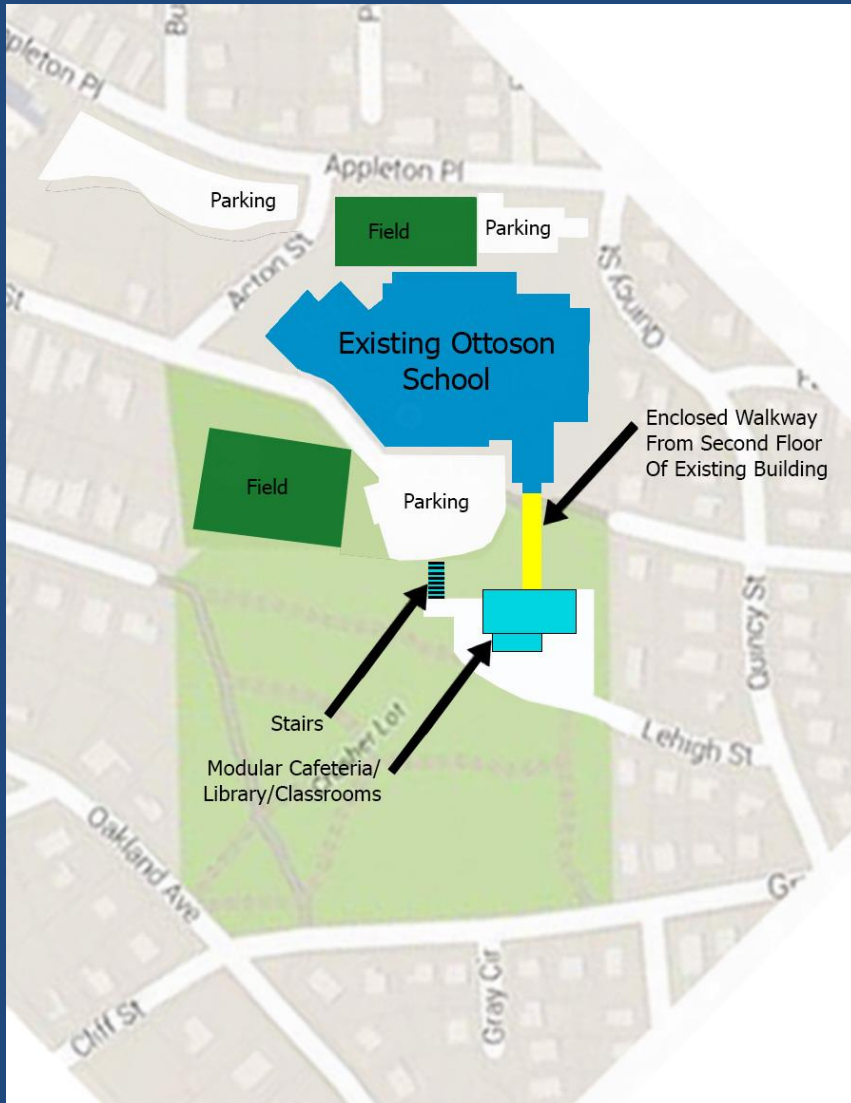
## Terrain View



- In Plan B the newly cleared land in the Crusher Lot would be used for additional core shared use space, and the parking lot would remain in its current location.
- An enclosed walkway would be necessary from the first floor of the new construction to the second floor of the existing Ottoson School in order to connect the buildings.
- There would be no effect on traffic on Lehigh and Harvard Street as parking remains at its current location.

# Phase I – Plan B

## Building View



- Building view of Phase I – Plan B without terrain features

# Advantages of Phase I (Plans A & B)

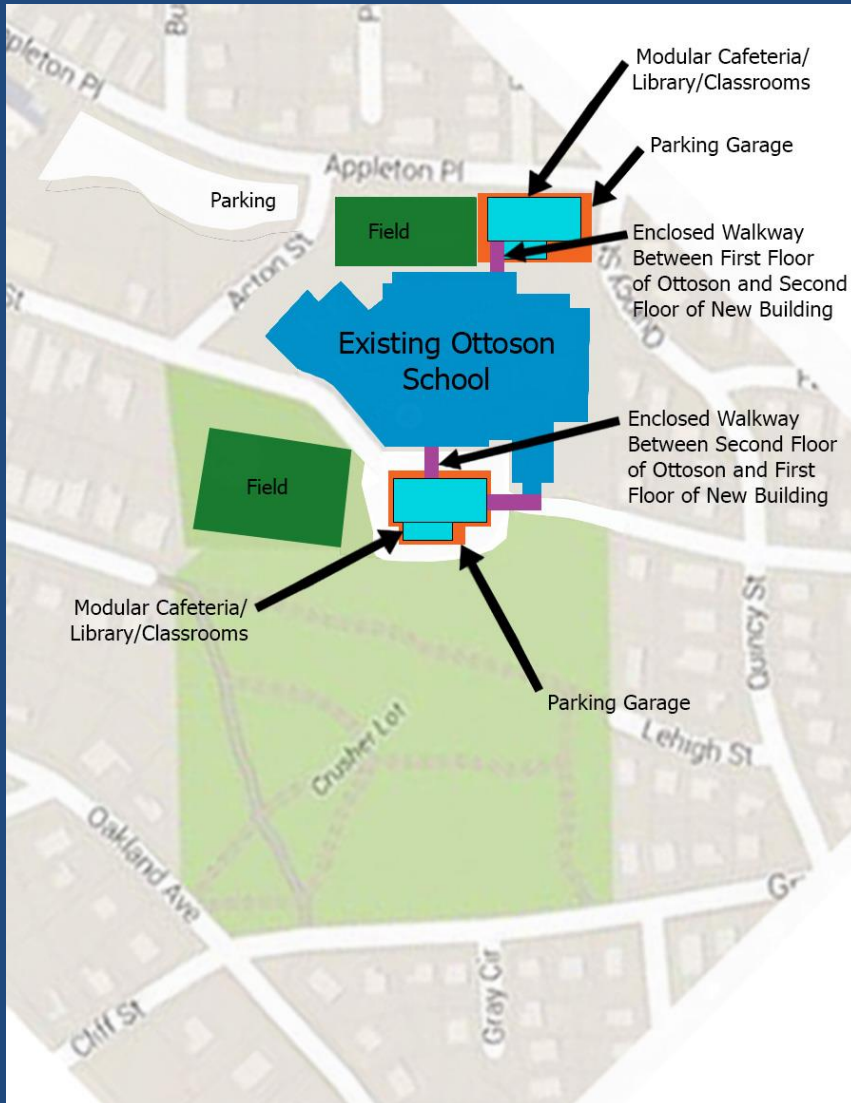
- Allows for additional core shared use space that is otherwise difficult to construct at this site
- New construction is on relatively flat ground on plateau above existing school

# Challenges of Phase I (Plans A & B)

- Some of the Crusher Lot would have to be rezoned for school use

# Phase I – Plan C

## Building View

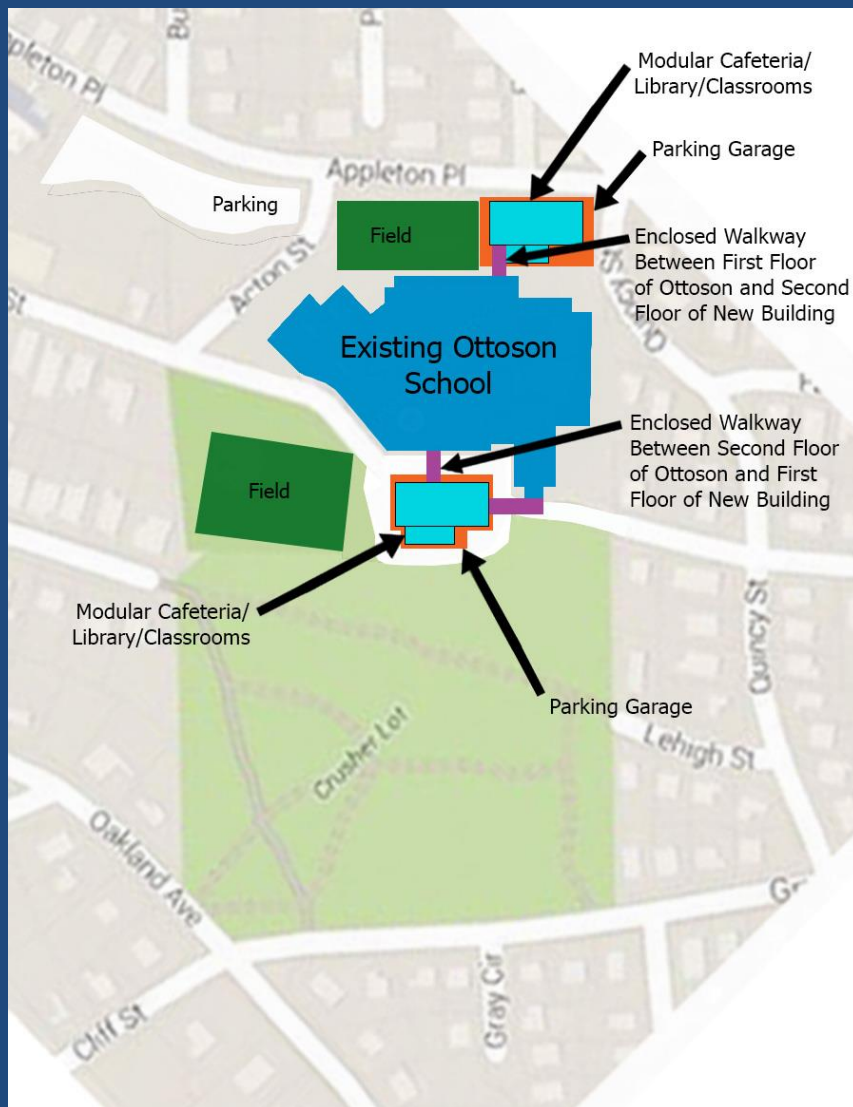


- Parking garages are built over existing parking lots. Permanent modular (or conventionally constructed buildings) are built over them.
- New buildings are connected to existing Ottoson School with enclosed walkways.
- Parking garages are cast in place concrete structures, open to air (so no mechanical ventilation is required).



# Phase I – Plan C

## Building View



- Approximate cost for parking garages is \$25K/space. Based on existing parking spaces at Ottoson, the cost would be about \$700K for the lower parking lot and about \$1.5M for the upper parking lot.
- Parking garages can be constructed over summer vacation, but there would likely be a premium for an accelerated schedule.
- The modular or permanent construction could likely be completed while the parking garage is in use. (Teacher parking would access from one side, while construction would be going on on the other).

# Advantages of Phase I (Plan C)

- Allows for additional core shared use space at the Ottoson School without impacting the Crusher Lot.
- All buildings are closely located and connected by enclosed walkways.
- All existing entries and roadways are unaffected.
- Note: This construction technique can also be used to solve space limitation problems at other schools.



# Challenges of Phase I (Plan C)

- Construction of parking garages over existing parking lots increases cost of construction.

# Phase II – Plan A

## Building View



- Phase II - Plan A involves building a new state-of-the-art Ottoson Middle School.
- A building 1.5X the area of the existing school could be built in this space.
- Traffic congestion could be minimized by converting Harvard and Lehigh Street into a single street and making it one way.
- The new Ottoson School could be constructed while the existing Ottoson school is still in operation.

# Phase II – Plan A

## Building View



- This project is not time dependent. It could be undertaken at any time funds are available.
- When complete the existing Ottoson School could be used as an elementary school or converted to another purpose.

# Phase II – Plan B

## Building View (Before Opening New School)



- Plan B is exactly the same as Plan A except that it assumes modular buildings are constricted in the upper level instead of the parking lot.
- This plan has all the advantages of Plan A stated above.
- The new school can still be constructed while the existing school is in operation, however before the new school can be used, the modular buildings in the upper level would need to be removed.

# Phase II – Plan B

## Building View (Final)



- This is a view of what the arrangement would look like after the modular buildings are removed.

# Advantages of Phase II

- The new state-of-the-art Ottoson School could be constructed while the existing Ottoson school is still in operation.
- This project is not time dependent. It could be undertaken at any time funds are available.
- When complete the existing Ottoson School could be used as an elementary school or converted to another purpose.

# Challenges of Phase II

- Most if not all of the Crusher Lot would have to be rezoned for school use.
- Just as in the existing Ottoson School, the building would be built on the side a hill. This would require slightly greater construction costs as the land would have to be graded prior to construction.

# Conclusion

- While no one likes to see the elimination of open land, in this case, it seems warranted. This solution addresses the immediate need for additional core shared use space at the Ottoson School, as well as provides a path to create a new state-of-the-art Ottoson School in the future. It would also allow the existing Ottoson School to be turned into an elementary school, or used for another purpose when the project is complete. This proposal deserves serious consideration as a possible solution to the town's forecasted enrollment problem.



- Thank you for the opportunity to make this presentation.
- Any questions?

Respectfully Submitted,

Al Hiltz

Arlington Center for the Arts – Studio D  
41 Foster Street  
Arlington MA 02474

Email: [ahiltz@ahiltzphoto.com](mailto:ahiltz@ahiltzphoto.com)

Tel: 781-643-2412

# Options to Handle Enrollment Growth

## draft 11/2/15

### Time-line:

- Gibbs tenants lease up June 30, 2017
- Stratton on-line by Sept. 2017
- Renovated Gibbs could be on-line by Sept. 2018
- Best case scenario for H.S. has it on-line by Sept. 2021, with potential need to re-locate students in 2019 and 2020  
(When would we know which option the MSBA would fund if we are invited to continue? Sept. 2018?)

### Notes:

- In the last eight years we have added over 750 children to the Arlington Public Schools, over 525 in the last four years
- In the next five years we are projected to add another 700-800 children to the Arlington Public Schools
- Middle School population forecast in 2021 (when best case scenario H.S. could be on-line) is 1432 (currently at 1130). Forecast to peak in 2023 at 1498.
- Elementary School population forecast to peak in 2019 at 3253 (currently at 2870)
- H.S. population forecast to be 1597 in 2024 (currently at 1256)

### Forecasts

	Current*	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
Elementary	2870	3130	3181	3229	3253	3241	3177	3127	3076	3033
Middle	1130	1193	1246	1286	1312	1349	1432	1490	1498	1468
H.S.	1256	1243	1300	1338	1371	1446	1467	1495	1540	1597
<b>TOTAL</b>	<b>5256</b>	<b>5566</b>	<b>5727</b>	<b>5853</b>	<b>5936</b>	<b>6036</b>	<b>6076</b>	<b>6112</b>	<b>6114</b>	<b>6098</b>

Thompson**	425	463	492	489	502	496	481	467	453	442
Hardy	415	461	479	494	505	504	495	488	481	472
Brackett	481	544	550	575	584	578	564	552	541	531

\*Forecast projected 2015/16 numbers at 3032 for Elementary, 1121 for middle, and 1246 for H.S. (short 162 for elementary, under 9 for middle, and under 10 for H.S.)

\*\* We could mitigate slightly with redistricting.

## Options Using Gibbs

Options	Address MS Overcrowding?	Address Elementary Overcrowding?	Advantages	Disadvantages	Other Notes
6 <sup>th</sup> Grade at Gibbs	Yes  Might need to add leased modulars for one year	No  Need leased or permanent modulars, or permanent additions at Thompson and Hardy  Relocate Special Education programs from Brackett to Peirce	Bonding experience for students without influence of 7 <sup>th</sup> and 8 <sup>th</sup> graders  Eliminates need for modular classrooms at MS beginning in September 2018	Destabilizing for some students to move to a school for one year  Puts strain on core spaces at Thompson, Hardy and Brackett  Potentially destabilizing for SpEd students to have program moved out of Brackett	Might accommodate after-school arts programs
5 <sup>th</sup> Grade at Gibbs	No  Need to add permanent modulars, have teachers share classrooms, or plan the HS construction to include 8 <sup>th</sup> grade	Yes  Still need leased modulars at Thompson and Hardy for 2017-2018.  Thompson could avoid modular in 2016-17 by taking over art room.	Elementary schools stay a reasonable size  Would not have to move Special Education programs from Brackett to another elementary school	Destabilizing for some students to move to a school for one year  Does not solve MS overcrowding  Creates excess capacity at some elementary schools	8 <sup>th</sup> grade could move to HS by Sept. 2021 at the earliest, which requires MSBA approval and additional construction costs (state potentially covers 40-50%)  Or MS enrollment solved with modular classrooms.
Return Gibbs to a second Middle School	Yes  Might need to add leased modulars for one year	No, unless HS construction includes 8 <sup>th</sup> grade and Middle Schools become 5-7 <sup>th</sup> grades  Need leased or permanent modular, or permanent additions at Thompson and Hardy  Relocate Special Education programs from Brackett to Peirce	Most students would be able to walk to MS  Would save the money we currently spend bussing 6 <sup>th</sup> grade students	Would create two middle schools of unequal size  Would create excess capacity at some elementary schools if 8 <sup>th</sup> grade is at HS and Middle Schools are 5-7 <sup>th</sup> grade.	Overwhelmingly preferred by the E. Arlington Community (if have to use Gibbs)  Might accommodate after-school arts programs  Could create an arts-focused middle school, but would lose walkability benefits and would need to balance enrollment

Options	Address MS Overcrowding?	Address Elementary Overcrowding?	Advantages	Disadvantages	Other Notes
Make Gibbs a K-9 school with a special focus	Partially  Still need leased or permanent modular at (but fewer of them)	Partially  Still need leased or permanent modulars at Thompson and Hardy (but fewer of them)	Could experiment with a different educational approach	Might be hard to standardize curriculum over different types of schools  How would families choose Gibbs program?  Bussing would be expensive	
Move 5 <sup>th</sup> graders to Ottoson, 7 <sup>th</sup> graders to Gibbs and 8 <sup>th</sup> graders to H.S.	Yes, Eventually  Need to lease temporary modulars till 2021, at the earliest	Yes, Eventually  Still need leased modulars at Thompson and Hardy till 2021, at the earliest	State would potentially pay for 40-50% of H.S. expansion to 8 <sup>th</sup> grade	Destabilizing for some students to move to a school for one year (but 7 <sup>th</sup> grade is probably easier than 5th)	Solution cannot be implemented until 2021, at the earliest
Substantially expand Gibbs to fit 5 <sup>th</sup> and 6 <sup>th</sup> grade	Yes  Might need to add leased modulars for one year	Yes  Still need leased modulars at Thompson and Hardy for 2017-2018	Avoids single-grade destabilization	Site isn't big enough to accommodate 900-1000 students without building on current parking lot.  Very expensive option	Where would teachers park?
Create an Early Learning Center at Gibbs	No	Yes  Still need leased modulars at Thompson and Hardy for 2017-2018	Could create interesting programs for Arlington students during crucial years  Fees for preschool and pre-k could help offset some cost	Difficult and expensive to bus Kindergarteners  Doesn't solve MS problem  Renovation would be very expensive (need bathrooms in each classroom)  3 stories building not ideal for kindergarteners and pre-scholars.	H.S. rebuild will hopefully incorporate early childhood center

Options	Address MS Overcrowding?	Address Elementary Overcrowding?	Advantages	Disadvantages	Notes
<p>Two 5-7<sup>th</sup> grade Middle Schools.</p> <p>Gibbs moves to model first to relieve elementary overcrowding in E. Arl.</p>	Yes	<p>Yes</p> <p>Still need leased modulars at Thompson and Hardy for 2017-2018</p>	<p>Solves both Middle School and Elementary School Overcrowding</p> <p>State would potentially pay for 40-50% of H.S. expansion to 8<sup>th</sup> grade</p> <p>Potentially the cheapest option that involve Gibbs.</p> <p>Most students would be able to walk to MS</p> <p>Would save the money we currently spend bussing 6<sup>th</sup> grade students</p>	<p>Creates different pathways in town (but only for 3 years)</p> <p>Would create two middle schools of unequal size</p> <p>Would create excess capacity at some elementary schools if 8<sup>th</sup> grade is at HS and middle schools are 5-7<sup>th</sup> grade</p>	
Create a new Elementary School at Gibbs	<p>No</p> <p>Need to add leased or permanent modulars, have teachers share classrooms, or bring 8<sup>th</sup> grade to H.S</p>	<p>Yes</p> <p>Still need leased modulars at Thompson and Hardy for 2017-2018</p>	<p>Elementary schools stay a reasonable size</p> <p>Creates new elementary school where growth is highest.</p>	<p>Doesn't address MS overcrowding</p> <p>Might create excess capacity at the Elementary level later</p>	Works best if 8 <sup>th</sup> grade is moved to the H.S. (but not available till 2021, at best)

## Options that Don't Involve Gibbs

Options	Address MS Overcrowding?	Address Elementary Overcrowding?	Advantages	Disadvantages	Other Notes
Create a new Middle School at Arlington Rec. and permanent additions at Thompson and Hardy	Eventually  Would need to lease temporary modulars until the new school is built	Partially  Permanent additions at Thompson and Hardy  Relocate Special Education programs from Brackett to Peirce	Preserves Gibbs  School could use Rec. space during the day	Would be equally far for E. Arlington students.  Additional busing costs.  We would lose valuable playing fields.  Town would have to cover entire cost  Puts strain on core spaces at Thompson, Hardy and Brackett  Potentially destabilizing for SpEd students to have program moved out of Brackett	How much would it cost?  How long would it take?
Permanent additions at Thompson and Hardy and 8 <sup>th</sup> Grade at H.S.	Eventually  Need to lease temporary modulars till 2021, have teachers share classrooms, or both	Partially  Relocate Special Education programs from Brackett to Peirce	Preserves Gibbs	Wouldn't address MS enrollment till almost too late.  Puts strain on core spaces at Thompson, Hardy and Brackett  Potentially destabilizing for SpEd students to have program moved out of Brackett	Middle School enrollment peak is projected to take place in 2023.
Create a new Elementary School at Parmenter	No  (unless put 8 <sup>th</sup> grade at H.S., but not available till 2021, at earliest)	Yes	Elementary schools stay a reasonable size	Would be substantially smaller than most elementary schools in town.  There is no parking for teachers  Current tenants would be upset  Wouldn't solve MS enrollment problems	What shape is the building in?  How much would it cost to renovate?

Options	Address MS Overcrowding?	Address Elementary Overcrowding?	Advantages	Disadvantages	Other Notes
<p>Phase I - Build classrooms on current OMS parking lot and additional core spaces on Crusher Lot wooded area</p> <p>Phase II – Could eventually build new Middle School on Crusher Lot</p>	Yes	<p>No</p> <p>Need permanent modulars or additions at Thompson and Hardy</p> <p>Relocate Special Education programs from Brackett to Peirce</p>	<p>Preserves Glibbs</p> <p>Maintains current school model of K-5, 6-8 and 9-12</p> <p>Can be put in place quickly with less initial expense</p>	<p>Puts strain on core spaces at Thompson, Hardy and Brackett</p> <p>Potentially destabilizing for SpEd students to have program moved out of Brackett</p> <p>Long term expenses are much higher</p>	
<p>Do nothing permanent</p> <p>Lease classroom modulars at Ottoson, Hardy and Thompson.</p>	<p>Partially</p> <p>Solves classroom issues but not core space issues.</p> <p>If we bring 8<sup>th</sup> grade to H.S. would eventually solve MS overcrowding.</p>	<p>Partially</p> <p>Leased modulars at Thompson and Hardy</p> <p>Relocate Special Education programs from Brackett to Peirce</p>	<p>Gives us time to see if demographic projections are right</p> <p>Gibbs tenants <i>saved</i>, but potentially just left in limbo</p>	<p>Puts strains at core spaces at Ottoson, Hardy, Thompson, and Brackett</p> <p>Much more expensive to lease 20-30 classrooms for twenty years than to build permanent spaces</p> <p>Temporary modulars start to deteriorate at some point</p>	<p>Current projections show elementary school population peaking in 2019 and MS population peaking in 2023, but unlikely to return to 2010 levels anytime soon.</p>
Build new Middle School at Mugar Site	Yes	<p>No</p> <p>Leased modulars at Thompson and Hardy</p> <p>Relocate Special Education programs from Brackett to Peirce</p>		<p>We don't currently own that land</p> <p>Would be very expensive</p> <p>Worries about flooding and traffic</p>	
Build a 7-12 school on current H.S. campus	<p>Yes, Eventually</p> <p>Need to lease temporary modulars till 2021, have teachers share classrooms, or both</p>	<p>Yes, Eventually</p> <p>Need to lease modulars at Thompson and Hardy till 2021</p>	<p>State would potentially pay for 40-50% of H.S. expansion to 7<sup>th</sup> and 8<sup>th</sup> grade</p>	The site might be too small	<p>Is there enough room if we moved central admin., town offices, and early childhood to adjacent sites?</p>



## Other Ideas

Options	Address MS Overcrowding?	Address Elementary Overcrowding?	Advantages	Disadvantages	Other Notes
<p>Move 8<sup>th</sup> Grade to H.S. soon (Perhaps in 2017)</p> <p>Move certain functions out of the H.S. (preschool, central admin., Town Offices) to adjoining properties</p> <p>Use Gibbs to house students during H.S. rebuild, then move to a K-4, 5-7, and 8-12 model with two Middle Schools.</p>	Yes	<p>Eventually</p> <p>Need leased modulars at Thompson and Hardy till 2021, at the earliest</p>	<p>Solve MS overcrowding immediately</p> <p>Potentially less expensive as wouldn't need MS modulars</p> <p>We would have a place for HS students during rebuild</p>	<p>How much would it cost to buy or lease adjoining spaces?</p> <p>Which spaces are available?</p> <p>Would have to relocate 8th grade during H.S. renovation as well (but could use Gibbs)</p>	<p>Nearby Properties to Lease Space:</p> <p>Highrock - former Holovak and Coughlin</p> <p>Faiola brothers - Arlington Lithograph;</p> <p>Mill Street professional building)</p>
<p>Rethink the Stratton renovation to add additional classrooms.</p> <p>Use that additional capacity to relieve overcrowding in E. Arlington, perhaps by bussing students from the Thompson and Hardy districts.</p>	<p>No</p> <p>But could solve with other proposals.</p>	<p>Yes</p> <p>Still need leased modulars at Thompson and Hardy for 2017-2018</p>	<p>We are already doing this construction project</p>	<p>Re-doing Stratton plans might delay the project.</p> <p>Stratton project would cost more</p> <p>Likely tension at both Stratton and Thompson communities.</p>	<p>Could also shift some students around with redistricting</p>
<p>Rebuild the current Gibbs to accommodate an Arts Center as well as a Middle School School.</p>	Possibly	No	Keep arts center	<p>Gibbs is in relatively good shape.</p> <p>Could a new school be build much bigger?</p> <p>An expensive option</p>	

### Other Ideas:

- Could we stagger when children come in and leave at Thompson and Hardy. E.g., younger students come in at 7:30 and older students at 9:30?
- Apparently St. Agnes has a lot of extra space. Would it be possible to rent space from them temporarily as we prepare for our long-term solution?
- Can we build portables at Hardy on Lake Street side instead of making the playground space smaller?

## Alternative Spaces for ACA or Other Town Needs

- **Current Senior Center/Central School** - The Senior Center has never satisfied the needs of our seniors. Surrounding bricks and poor parking make it hard for many seniors to navigate. A new Senior Center could be funded along with the H.S. debt exclusion. Could be housed either at the H.S. (perhaps near the Early Childhood Center), or at an alternative location (Highrock, Arlington Lithograph, DPW Parking Lot). Some of the current tenants could stay at the Central School as ACA wouldn't need the entire space.
- **Possible Development at Mugar** - The current owners of Mugar have a history of funding Arts Spaces.
- **Fusco House (at H.S.)** - Built in 1914 the Fusco house is in better shape than the newer sections of the building. It might be able to house an Arts Center within a new High School. Could share resources, e.g, a kiln.
- **Fox Library** – Move all library activities to the Robbins.
- **Vacant lot** to the left of **St. Camillus Church**, or the school that is party of the Greek Church (the **Old St. James**)

## Gibbs Tenants

**Arlington Center for the Arts (ACA)** – Serving Arlington for 27 years (up to 15,000 people) with programs including arts classes, camps, workshops, gallery exhibits, concerts, plays and performances. Runs day and night.

**Lean to Grow** – Serving the community for 27 years. Serves approximately 90-100 children (with 50 more on a wait list), 95% of which come from Arlington, most low or middle income in East Arlington. Only NAEYC (National Association for the Education of Young Children) accredited school in Arlington.

**Lesley Ellis School** – A Schools for Children Program. Preschool to Grade 8. Serving 165 students, 40% from Arlington. Afterschool program till 5:30.

**Kelliher Center** – Serving 80+ adults with Day Habilitation, Employment Supports, Community Based Day Services and Acquired Brain Injury Day Rehabilitation.

**Arlington Children's Theatre (ACT)** – Serves 500 children (80% from Arlington). Programing starts at 5:30. Might be able to accommodate in schools.

**LARP (Live Action Role Playing Program)** – 3:00-5:30. Might be able to accommodate in schools (were once at Ottoson).



## Town of Arlington, Massachusetts

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### Dashboard/Website Design

#### ATTACHMENTS:

Type	Description
<input type="checkbox"/> Backup Material	Dashboard and Webpage examples

## Dashboard Examples

**Birmingham** – Several Different Dashboard Sections (Demographics, Fiscal Stewardship, Achievement, District Initiatives)

[http://data-dashboard.birmingham.k12.mi.us/modules/groups/integrated\\_home.phtml?&gid=2051560&SID=&t=f3536e30ddf6b19693fb28b28a970684](http://data-dashboard.birmingham.k12.mi.us/modules/groups/integrated_home.phtml?&gid=2051560&SID=&t=f3536e30ddf6b19693fb28b28a970684)

**Cedar Rapids** – Nice clickable design with Dashboard Sections

<http://www.cr.k12.ia.us/district-dashboard/>

**West Contra Costa** – 8 Separate Dashboards (select a year or select a school options)

<http://www.wccusd.net/dashboard>

**Syracuse** – Choices on left (Demographics, Enrollment, Attendance)

<http://www.sayyessyracuse.org/dashboard>

**Libertyville** – All on one page

<http://www.d70.k12.il.us/?sect=dash>

**Melrose** – Information by level and school (better Webpage than Dashboard)

<http://melroseschools.com/administration/district-dashboard/>

Also look at Arlington's PAFR

2014 - <http://www.arlingtonma.gov/home/showdocument?id=24387>

## Webpage Designs

Attleboro - <http://www.attleboroschools.com/>

Braintree - <http://www.braintreeschools.org/>

Brookline - <http://www.brookline.k12.ma.us/site/default.aspx?PageID=1>

Concord-Carlisle - <http://www.concordpublicschools.net/>

Dedham - [http://www.dedham.k12.ma.us/pages/Dedham Public Schools](http://www.dedham.k12.ma.us/pages/Dedham_Public_Schools)

Easton - <http://www.easton.k12.ma.us/>

Fall River - <http://www.fallriverschools.org/>

Lexington - <http://lps.lexingtonma.org/site/default.aspx?PageID=1>

Malden - <http://maldenps.org/>

Melrose - <http://melroseschools.com/>

Reading - <http://www.edline.net/pages/readingpublicschools>

Salem - <http://www.salemk12.org/Pages/index>

Shrewsbury - <http://schools.shrewsburyma.gov/>



## Town of Arlington, Massachusetts

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### First Read: Parent Survey Results Summary

#### ATTACHMENTS:

Type	Description
<input type="checkbox"/> Reference Material	Parent Survey Results

# SURVEY RESPONSES

Last year's 68 question survey produced a dizzying array of data and open response comments to sort through. We learned a lot from it, both about our district and about the individual schools within our district. Here are some of the district-level highlights.

## Positive

**School Pride** – 76% of parents report that their school is an “excellent school” that provides a high quality education. An equal number would recommend their child's school to a friend. 79% say that their child is proud of his/her school.

**Great Teachers and Staff** – 87% of parents report that the teachers at their children's school are “enthusiastic about teaching”, 85% report that school staff is “courteous and helpful”, and 82% of parents report that the school staff is committed to their child's education and responsive to their concerns.

**Engaged Parents** - Our survey parents are engaged. 94% attend most conferences and open houses and believe that their involvement helps their children. 82% report that there is an active Parent Association at their child's school, and 83% of OMS and AHS parents regularly check their child's progress online.

**Happy Self-reliant Students** – 90% of parents say that their child's school encourages students to “be responsible,” significantly higher than other districts. Furthermore, over 85% of elementary-school parents, 67% of middle-school parents, and 74% of high-school parents say that their child “enjoys going to school.”

**Communication** – 89% of parents say that they are “kept up-to-date on school activities and events,” 78% say that “school information is communicated effectively”, and 85% say that they “know how to get school information when they need it.”

## Negative

**Facilities** – Unsurprising parents with students at the High School, Ottoson, or Stratton reported high levels of dissatisfaction with the state of their school facilities.

**Homework**- While 57% of parents felt that the amount of homework given to their children is “appropriate,” 24% felt that it was not. Dissatisfaction is highest at the middle-school level at 41%.

**More Challenges and Opportunities** - 26% of parents reported that their school could do more to challenge their child to “his/her full potential”. Middle and High School parents were more likely to say that their child was challenged in math (56%) or ELA (64%) than were elementary school parents. 21% wish their children had more opportunity to “explore areas of interest outside core content areas.”

**Parent Engagement** - Parents report not understanding what is expected of their children in terms of school work. Interestingly the results were similar across all grade levels and schools, with most schools reporting 15-20% dissatisfaction. Only 51% of parents feel involved in the decisions that affect their child’s education.

**Anxiety** – Anxiety in elementary school is low (only about 20%) but jumps to over 40% for middle and H.S. students.

**Communication** – Parents at the elementary level wished that they were more informed about their child’s academic progress on a regular basis. In the open response middle and high school parents asked longer parent/teacher conferences, and better response to e-mails. Parents also wished that they were informed earlier when their child was struggling in a class.

**Discipline** – We could do a better job at dealing with bullying, ensuring that our discipline policy is “fair and effective,” and involving parents in the discipline of their children. While we did not get very many negative scores here, our positive scores were significantly lower than the national averages.

## **Fantasy Question**

We had the opportunity to ask five custom questions. One of the questions was a “fantasy” question, which asked parents how we should spend a million-dollar windfall from Beacon Hill. At all levels the overwhelming first choice was to add more classroom teachers (27% chose this as their first choice). For elementary-school parents second and third choices were split between adding language in elementary schools and making the school day longer. High school and middle school parents wanted more math coaches and increases in technology. Interestingly, eliminating sports and music fees came in fourth (at 11%) for high school parents.

## **Open Response Comments**

Parents generally report high levels of satisfaction with teachers, staff and their community. They characterize their kids as “happy”. The greatest areas of dissatisfaction are with the facilities (mostly at the H.S., OMS and Stratton), homework load and quality, and class sizes.

At the high school level parents wanted to “improve the utterly dispiriting facilities”, have smaller classes, a later start time, and more supports for children who are lost.



At the middle school parents wanted better facilities, more opportunity to move during the day, less punitive grading policies, more child-focused policies regarding water bottles and backpacks, and more accessible and approachable teachers.

At the elementary school level parents are very concerned about class sizes. They want longer lunch and recess, more focus on project-based and experiential learning, and more challenges for advanced students.